

MINNESOTA LIBRARIES

UNIVERSITY
OF MICHIGAN

JAN 15 1957

LIBRARY SCIENCE
LIBRARY



MINNESOTA PLANS

Planning for Library Development	
<i>Hannis S. Smith and Emily L. Mayne</i>	227
Let's Go to Work.....	<i>Robert Rohlf</i> 239
Minnesota Library Association	240
Minnesota Association of School Librarians Meet.....	242
Tribute to Ruth Ersted.....	244
How Good Are We On "Good Books"?.....	<i>LeRoy C. Merritt</i> 245
TV: A New Road to Reading.....	<i>Eula P. Mohle</i> 248
Toward a Library Film Circuit.....	250
Salmagundi	253
University of Minnesota Library School.....	256

Volume XVIII

DECEMBER, 1956

Number 8

LIBRARY DIVISION
DEPARTMENT OF EDUCATION
STATE OF MINNESOTA
ST. PAUL

STATE BOARD OF EDUCATION

John W. Bystrom, <i>President</i>	Minneapolis
Mrs. Oscar Hedin	Willmar
L. L. Huntley.....	Grand Rapids
J. B. Johnson	Cambridge
Mrs. Henry G. Kramer.....	St. Paul
Walter O. Lundberg	Austin
.....	Vacancy

Dean M. Schweickhard, *Commissioner of Education*
T. J. Berning, *Assistant Commissioner*

LIBRARY DIVISION

Hannis S. Smith, *Director of Libraries*
Ruth M. Ersted, *Supervisor of School Libraries*
Emily L. Mayne, *Supervisor of Extension Library*
A. Rosemary Bowers, *Catalog Librarian*
Mrs. Frances E. Hughes, *Reference Librarian*
Shirley Kantor, *Loan Librarian*
Grace Ivey, *Secretary to Director*
Helen Koci, *Secretary to Supervisor of School Libraries*
Paul Huber, *Shipping Clerk*

MINNESOTA LIBRARIES is published quarterly by the Library Division, Minnesota Department of Education, St. Paul. Entered as Second Class Matter, October 19, 1911, at the Post Office at St. Paul, Minn., under the Act of July 16, 1894. Acceptance for mailing at special rate of postage, provided for in Section 1103, Act of October 3, 1917, authorized August 1, 1918.

Planning For Library Development

HANNIS S. SMITH and EMILY L. MAYNE

Introduction

Planning for library development has a long and honorable history in Minnesota. The very first volume of this publication (1905), then called *Library Notes and News*, contains a number of articles and reports on planning for county and rural library service, along with the many reports of new Carnegie buildings in cities. Urban library service was a well-developed idea which was spreading rapidly, but rural library service in those days was in the very beginning, or experimental stage, of its development.

Today the public library service picture is quite different. The urban centers of Minnesota all have public library service. Some of these libraries are among the best in the nation. The urban job is not complete. There will always be new frontiers in methods, goals and kinds of service. But most people will agree that the urban stage of library development has reached real maturity.

Rural and small community public library service is another matter. It is no longer in the experimental stage. The library profession now knows how to organize and operate rural library service of the same high calibre as famous urban library services. But the spread of rural service is limited. Now the time has come for the well-developed idea of good rural public library service to spread rapidly.

Wherefore Are There Libraries?

A poll taken nearly ten years ago revealed that most people, even those who rarely or never use one, believe that a public library is a good and necessary thing. Since then, alarmists have arisen among us who say openly and emphatically that libraries are being replaced by paper back books, magazines, newspapers, radio, the movies, television, or the electronic brain. State workers are accustomed to hearing this kind of argument when they are assisting local friends of libraries to work for the establishment or improvement of library services. Although this question is usually raised by people who have no first-hand experience of what real public library service is, it is a valid enough question not to be dis-

missed casually. All friends of libraries must be ready to answer it, not dismiss it as rank heresy not worthy of consideration.

The basic reason every community should have good library service is rooted in the fundamental nature of mankind. James Stephens said that love, hunger and curiosity are the three great impelling forces of human life. It is this curiosity (Aristotle earlier defined it as "a craving for knowledge") which libraries are created to satisfy. And this curiosity is not limited to the classroom, nor does it begin or end with formal schooling. It is a part of human nature from early childhood to old age. A. E. Housman summed the whole thing up when he said, "The desire for knowledge does not need, nor could it possibly possess, any higher or more authentic sanction than the happiness which attends its gratification."

The satisfaction of human curiosity is the key to man's conquest of the universe, but every man feeds his own craving for knowledge in order to attain personal satisfaction.

The agencies of formal education work toward filling this need during the years we are enrolled, but every educator will agree that the schools and colleges satisfy only a part of this craving. So the young need libraries. And then, beyond the years of formal schooling stretch the years of maturity and age. Unless a man's mind has died of starvation (or malnutrition), he keeps a healthy curiosity until the day he dies that is not satisfied by light entertainment, current events, or spasmodic bits of information.

The tool which our society has developed for the systematic collection, organization and dissemination of the cumulated knowledge of the world is a library. And our present day society has developed the public library as the best way of making library service readily available to people, no matter where they live.

Discrimination in Service

The great concern of library planners in recent years has been the discrimination in public library services which is apparent from any investigation. If people live in

cities, they have good library services. If they live in a small community or a rural area the chances are they do not.

This discrimination is reflected in law. Cities and villages may levy taxes up to five mills on the dollar for public library service, while counties are limited to a two mill levy. This restricts the amount a rural area can spend for service, even if it might want to spend more.

Many of our very best librarians have devoted much time and thought to the problem of eradicating this difference in opportunity. And they have come up with the ways and means. The Minnesota Plan for Library Development which follows has in its background the notable work of many famous librarians and scholars, some of them members of the Minnesota Library Association, who have worked hard and long for many years. It is reinforced strongly by the findings and recommendations of studies made over the years, the most recent of which was published by the Department of Education in 1951 under the title *Books For Every Minnesotan*. This title is now the motto of Minnesota's plan for public library development.

The Federal Library Services Act

The recently passed Library Services Act (Public Law 597, 84th Congress 2nd Session) will be used to give impetus to the development of rural library service in Minnesota. Under this act, there is an initial appropriation of \$40,000 per state for the fiscal year ending June 30, 1957. Future annual appropriations by Congress will be necessary to provide the authorized full appropriation of \$7,500,000 for the entire country. This would provide almost \$173,000 per year for the Minnesota share.

This means that Minnesota will have \$40,000 during the first six months of plan operation, which can be used to prepare and organize to spend the full amount in subsequent years.

All this money must be matched. The percentage of matching is set by law, and will change each year. This fiscal year it is 47% state or local funds to 53% federal funds. The operating expenses of the public library extension services of the Library Division will be used as matching funds.

The Minnesota Plan

Under the Act, the Minnesota Board of Education must submit a plan for the use of all funds in which the Federal government is expected to participate. This plan has been drawn up by the Library Division, approved by the Board of Education and forwarded to Washington. Most of the document consists of basic information which the Act requires as pre-requisites for receiving the Federal funds. The core of the plan, however, is the section dealing with where and how the money will be spent to improve rural public library services. The Minnesota plan designates the entire state (except the urban places of over 10,000 population excluded by the Act) as the area of activity under the plan. This has been done in order that initial expenditures may be made by the Library Division, but that the materials and equipment so acquired may be used anywhere in the state when local library development and improvement require it.

This feature enables us to divide the plan into two parts. The first is the strengthening and equipping of the Library Division to expand its operations in promoting and developing library services in the rural areas of the state which are now unserved, and in improving service in those areas now inadequately served. The second part is the development of systems of multi-county library service in various areas of the state. The area designation in the plan will enable the local library systems to develop with financial assistance in any part of the state, and in as many parts as the money will allow. *This places a large responsibility for qualifying on local people.*

Expenditures at State Level

During the beginning of operations under the plan, much money must be spent in getting ready for better use of later aid. If local systems are to be promoted and organized, local library leaders will need advice and guidance from trained, experienced people. So the Library Division plans to add two new field supervisors to its staff, and the appropriate clerical help necessary for the expansion of its program.

Then there will be books—and lots of them. For one thing, in many places there just are not enough public library books to expand services to new and larger publics. Nor

are there the materials to supply the heavy demands which are made on new service outlets like bookmobiles, branch libraries and library stations. A large basic bookstock of permanent value books and other library materials is planned for the Library Division so that books in quantity can be furnished on long-term loan to newly expanding library systems beginning under the plan. Also, more books will be available to rural readers who write in to the Library Division.

The Library Division plans to purchase two bookmobiles. These can be used for demonstration purposes, at first. In many areas people have never seen one. Just about the best way to "tell" people what a bookmobile is, is to have one on exhibit locally, loaded with good books. These same bookmobiles can be used in the pilot job of surveying for future bookmobile routes, testing time schedules, and locating useful and appropriate stopping places. Then, as the new systems of library service develop, these same bookmobiles can be used to begin service, while the local system is waiting for delivery of a bookmobile of its own. This is all designed as a logical, step-by-step approach to the future development of rural library services.

Another portion of the plan is devoted to the printing of informational library planning materials and the supplies, travel and communications which are part of the program.

The Development of Local Services

This is the heart of the plan. For many years now, nearly everyone who has looked at the library situation has said that we have too many small, poorly supported libraries which are struggling along independently trying to furnish good library service, but unable to do so with their limited means. The proposed solution to this is the development of library systems which cover a large geographic area. In Minnesota, this means multi-county library systems.

Multi-county library systems are no longer something new. A great many have developed, especially rapidly in those areas of the country which have never had library service before in their history. The best description of one says that a multi-county library is successful when it centralizes the administration and "behind-the-scenes" work

of the library, and then decentralizes the library services. These systems are discussed more fully below.

Systems of Libraries

Everybody knows that library service costs money, just like schools or fire departments or any other public service. And it goes without saying that good library service costs real money. Library leadership, faced with the problem of trying to get the *most* library service for the tax dollar, raised the question of how much the various library functions cost. For example, there are many things which libraries do which can be called preparing to give service, rather than actually giving service. These are necessary operations if service is to be any good, or to operate efficiently. But (and this is the major point) *they do not have to be done where the patron is*. The principal library activities of this kind are the various administrative functions (like purchasing and bookkeeping) and the general process by which books are turned into library books (cataloging, and making pockets and cards).

When librarians had learned more about these things, it became apparent that the more library operations we could put on a wholesale or mass production basis, the less things cost. The big difficulty arose from the fact that the actual *library service* if it is to be good service, must be offered reasonably near the prospective patron and easy for him to get to. To some people, this problem looks very forbidding, but the answer is relatively easy: Do all the things which do not have to be done where the patron is on a mass-production basis, and decentralize the actual service into as many outlets as the territory served by the library requires, and make it convenient and easy for everybody to get to at least one of them.

So systems of libraries were developed to answer this need. A great many local public libraries become members of a system. A relatively few people can handle all the "chores" required. This releases more time and money in the individual local library for direct and meaningful library service for the patron.

This idea permits these libraries, which alone did not have enough money for a wide variety of books, for films and sound recordings, or for specially trained or qualified personnel, to pool their efforts. They

share the cost and use of extensive book and material collections, and the cost and use of personnel.

This is the secret of "the most library service for the tax dollar." Large urban systems with their main libraries, numerous branches and bookmobiles, have been doing this kind of thing for years. With some adjustments, the idea works for rural and small community areas as well.

An urban community of 100,000 may be concentrated in only a few square miles, while a rural community of the same number of people may spread over several thousand square miles. When the question arose as to how to solve this distance problem, we couldn't have answered it without the automobile. When travel was slow, great distances imposed insuperable obstacles to rural library development. But now there are good highways going in all directions and vehicles which can cover in an hour the distance which used to take all day, or even longer. All that we need to do is to bring modern transportation into the library service system and we have solved the problem. The bookmobile is a small library on wheels.

What a Good Rural Library System Is

A good rural library system covers a large enough area, so that the system is serving enough people to make the most economical use of a large and varied collection of books, and keep a staff of trained librarians busy serving them.

To give service a library system has:

1. A large staff of people, many of them trained especially for their jobs, who work at many different places giving library service to people all over the area. This means all the library people now working in the area — and more.

2. Its own collection of a wide variety and large quantity of library books, magazines, pamphlets and audio-visual materials; and it has a routine for securing from other sources the little-used important books for local use when they are occasionally needed.

3. Many member libraries, one in every community where there is any real concentration of people. It also has deposit stations, mobile small collections, a bookmobile and a regular mailing service to provide books directly to the scattered rural

population. After all it is these rural people who are the 25% of Minnesota's population who have no library service at all.

4. Behind all this, and doing the "chores," is a headquarters unit or central library where the purely administrative functions are performed and where all the books are "processed" into library books. This center also handles the routing and exchange of book collections throughout the system, serves as the home base for the bookmobile, and is the expediting center for library public relations and staff operations. As an example of this last point: All librarians in the system meet at regular intervals to work together on book selection. By doing it this way they avoid unnecessary duplication of less used books, share their knowledge of which books fill the needs of the patrons, and all work together to promote more and better library service throughout the system.

Why Multi-County Systems?

The answer to this question becomes apparent when we look at individual counties and their available library taxes. Most counties alone could not afford the kind of library service described above. And even those counties which might afford it would hardly be justified for making such extensive expenditures for a relatively few people. By joining with their neighbors, they can afford it. These library systems can cover any kind of "natural" region. The only reason we use the word *county* at all is that there must be a legal governmental taxing authority involved if the library system is to receive tax support.

What Would One of These Systems Be Like?

In those areas of the country where there were no libraries at all, establishing a library system has meant creating an entirely new organization and establishing many new libraries. But in areas where there are already many small community libraries, the method is somewhat different. In many areas of Minnesota there are already public libraries, and some association libraries. There are a few county libraries scattered over the state. Therefore, library planning in all areas must consider what the relationship of these libraries will be to the system.

To illustrate this let us take a hypothetical case. An area which wishes to develop a library system might consist of the following:

1. Four contiguous counties with a total population of 78,000 people.
2. Within this hypothetical area the incorporated municipalities consist of: (a) One city with a population of just under 10,000 persons; (b) Three cities with populations between 3,000 and 5,000; (c) Four villages with populations just over 1,000; and (d) 25 villages with populations averaging around 500. The population with library service is approximately 50% of the whole area. All the people without libraries in this hypothetical area are rural.
3. Within the area there are now five public libraries, two association libraries, and one "county library service" organized and operating in the basement of a city library. This county library maintains six library stations in the villages of its county.
4. These libraries, together, own just over 70,000 volumes. A careful check of the collections reveals that about one-fourth of these are badly worn or obsolete.
5. There is one trained librarian in the area, in charge of the city-county library. In this and the other four larger libraries, there are seven full-time library workers, and the two association libraries have part-time employees to keep them open a few hours each week. There are also six part-time workers in the county library stations.
6. There are three library buildings in the area. The other public libraries are lo-

cated in rooms in city or village halls, and the association libraries and county library stations are in rented quarters or in parts of commercial stores.

What Would Be Done in This Area?

All the libraries in the area should join the system, if the system is going to really work, and provide all the benefits and increased services which are the reasons for wanting it in the first place. An over-all two-mill levy by each of the four counties would combine into a total budget of just over \$125,000 per year. Present total of all library expenditures in the area is about \$52,000. *By having everybody share equally in the support of library service* through the uniform tax, the library system would be able to pay for the operation of all the libraries now in the area, enlarge the smaller ones, open new libraries in the small communities now without them, and institute bookmobile service to the scattered rural population. This hypothetical system would probably have two bookmobiles.

The substantial book budget available would supply many more and varied books for the entire area than are available at present. By keeping the collections fluid and changing, every person in the area would have direct access to many more books than at present. There would be at least five professional librarians giving direct service to patrons, and guiding and assisting the untrained library workers, some of whom are now on the staffs, and the others who would be added as the system grows.

The method of establishing a system is discussed below.

LOCAL PLANNING FOR LIBRARY DEVELOPMENT

The remainder of this article is devoted to guides and suggestions for local friends of libraries, public officials, library trustees and librarians. The first point to remember is that there is help on this big job. The Library Division will provide any local planning group working for a library system with experienced professional assistance in working out their organization, the plan of library service, and the budget requirements. All that will be necessary is for the interested local people to let us know that they want help.

The \$64 question at this point is: Who is going to start these library systems? Libraries don't come from Santa Claus. Mr. Carnegie gave hundreds of library buildings to as many communities during the early part of this century. In many of these we now find some very fine libraries. Not a few of them, however, are libraries in name only since the buildings have never had real library service developed in them. For a public library is *not* a building, it's a service agency. The federal funds may NOT be

used for library buildings. They must be used for service.

Good library service in any community comes about from a conjunction of efforts by many people. First of all, somebody must want it and must want it badly enough to get out and work to get it. Every good system of public library service is the living monument to hundreds of people—civic-minded leaders, public officials and just plain citizens who have worked for the idea and the realization of good library service. Librarians can give good library service, but they must have lots of help to create and establish it.

This is why the local use of grant funds will depend to such a large extent on the efforts of local people. The Library Division cannot create these library systems. There will be people from the Division available to help, advise, guide and otherwise assist local groups in the job of creating. But the big job is still the local responsibility.

It stands to reason that few if any county commissioners will pay any attention to some outsider coming in to tell them they should join a neighboring county to establish public library service. The impetus and conviction must be among their own constituents—and among themselves.

Cities have good library service because city people got out and worked for it. The only way rural people will ever get good library service is for them to do the same.

Somebody Has to Start

Libraries have many friends in almost every community. But a friendly feeling toward the public library idea does not create a public library. Things must start somewhere, and one of the best ways to start is for these same friends to become an organization. Many of them call themselves Friends of the Library. There is a small handbook on getting one of these organizations started which can be borrowed from the Library Division. When there is one of these in a local community all they need to do is lift their sights a little and invite membership among their neighbors.

Where there isn't one of these organizations—yet—one can be started easily simply by calling a number of like-minded people together.

Or the impetus may come from county or other public officials, or from librarians and library trustees. The main thing is to get started.

How Many People Are Needed?

Sometimes great things are done by a few people. But to get real accomplishment in public efforts, the public must be involved. Membership in a group working for better library service should be open to anyone interested. And a special effort should be made to recruit the interest and active working support of civic and social organizations. The Junior Chamber of Commerce and the Federated Women's Clubs come to mind at once as organizations which have better libraries as one of their major interests. The farmers' organizations have also been interested from the beginning of the rural library service idea.

The remainder of this article is devoted to providing such friends of the library with information and guidance in getting a multi-county library system started.

Campaigning for a Library

Innumerable suggestions could be given—points to stress, moves to avoid—to any group beginning to work for a library system. Some of these are the following:

1. *Use the resources of the State Library Division, organized by law to aid in an advisory capacity in such matters as organizing a library campaign.* Before beginning action, ask for planning help in order to avoid mistakes made by other counties and to profit from their experience. Ask for materials such as films, leaflets, publicity materials. Keep the Division informed of progress.

2. *Choose leaders at all levels carefully.* The county officers and committees should be people who believe so deeply in the library idea that they will work unceasingly for it. People who thoroughly believe in the plan, but who are too busy to work actively, can be a moving influence through endorsements. Reaching each individual, answering his questions, is the most important element in the plan.

3. *Ask for the full amount permitted by law, two mills.* Later adjustments may have to be made, but make sure that everyone realizes the cost.

4. *Set up careful plans for the campaign.* Decide whether a short concentrated three-month plan will accomplish most, or whether a longer term is needed. Both take careful planning. Monthly executive board meetings, quarterly county and area-wide assemblies are advisable.

5. *There is no better time than the present* The federal aid is set up for only five years. Taxes will always seem hard to pay! Hospitals must be built, children must be educated! But good times bring high costs; depressions bring less money.

6. *Do not try to be too specific about the actual library set-up.* That is the work of the Commissioners, the Library Board, and the Librarian after the election. However, make clear that every resident of the area will have service, through headquarters, stations or mobile equipment. Details as to advisability of a bookmobile, types of book collections, frequency of changing book stock and whether local stations should be opened, can be decided later. The County Librarian can best appraise the advantages of known methods when applied to a specific locality. In most counties in Minnesota a combination will be needed.

7. *Always explain the basic features of the plan simply.* Repeat them, for the plan may seem obvious to you, but a rumor based on a lack of knowledge may do much harm. Allay the fears that are present in communities that have some library service. A county or regional library system does not take away library advantages already established. It brings greater numbers of books, adds modern services, enlists the aid of the trained County Librarian, and frees the present village librarian from the tedious processing of books so that she may spend her time serving her patrons.

8. *Inform county officials and County Commissioners, inviting them to meetings of the working group.* County Commissioners are sure to vote for a library when they are convinced that a majority of their constituents want it. Don't wait for an election to get this process started. Remember that people *against* a new plan are much more vocal than those for it.

9. *Do not be apologetic when asking people to endorse the library campaign, a movement for their own betterment, not for the good of a few individuals.* A library costs little when compared with other municipal and county outlays.

10. *Do not stop until every home in each township and village has been visited. The plan must be submitted to the voters.* One township may vote overwhelmingly against the issue, wiping out the majority of votes in favor elsewhere. Secure many more than 100 signatures, for each extra person contacted becomes one more assurance that the vote will be in favor of the library. Wide coverage is also a way of finding localities where more work must be done.

11. *Each organized group in the area should be asked to endorse the library movement.* As these written expressions of support from groups and influential citizens are gathered, they should be publicized.

12. *Publicity by word of mouth, from a person well-known and respected in the neighborhood, is the most effective.* But use every facility available—the radio, newspapers, films, poster and slogan contests. Notices to parents taken home by school children and paid advertising before the election are also effective.

After the Commissioners' action starting the machinery of organization, the Library Board and Librarian are legally given the responsibility for the library. But the Friends of the Library should continue as an active force, for there will be many problems connected with the expansion of the service after it has been established, in which their counsel and assistance will be very important.

Factors in Timing

The time for beginning to plan is NOW. The funds allotted to Minnesota under the Federal Library Services Act will be available for only five years. Even when the full appropriation is available it is only enough to help some areas. It is NOT enough to provide good library development for the entire state. Therefore those areas which are ready to use the money soonest, will have the best chance of receiving aid.

Workers endeavoring to establish a multi-county library locally will need to keep the following time factors in mind:

1. The first fund to be locally available under the federal plan will be for the fiscal year beginning July 1, 1957. However, the Library Division's advisory service can be used immediately.

2. County commissioners usually consider requests for the establishment of new services, and the levying of new taxes at the semi-annual meetings held in July and January. Tax levies are set in July and spread in January. Citizens could meet with County Commissioners at any of their monthly meetings, for information, advice and planning—but the official action times are very important.

3. The library tax fund, as levied, would not become available until the March following the July in which the levy is set.

4. Getting a library movement started takes time. After officials are interested and convinced, the drawing up of a mutually agreeable contract also takes time.

5. During the entire process of informing and convincing citizens and officials, the fact that it will take time to establish a system must be made clear. Even after money is available, it takes time to set up a system, add new personnel and equipment, and generally get started with service.

All of this may sound like a lot of work which requires lots and lots of determination and patience. It is. But, for people who really believe in and want good library service, it is also worth it. For, when they succeed, the believers who have worked so hard and been so patient will finally have a service which is a permanently good thing which they and all of their friends and neighbors will have for a long, long time.

The Logical Areas?

Fifty years ago when public libraries were mentioned, people immediately thought of service to cities. Twenty years later, coinciding with development of farm-to-market roads and growing cooperation between city and rural people in churches and schools, the county library pattern developed, bringing economy and equality of library service to many Minnesota people.

Today, we have electrification areas, soil conservation districts, homes for the aging which are jointly operated by neighboring counties, and regional conferences held to consider innumerable problems common to many people. All of these imply that residents of a much larger area can share the benefits of cooperation in multi-county libraries as well. This trend is being discussed and planned in every part of the United States today. This is the type of

library cooperation which can bring equality of service to people of sparsely settled northern areas and to those living in small communities. Even many city residents of Minnesota would get improved or enlarged library service.

Good library service includes the leadership and advice of an efficient library administrator, a large stock of materials constantly on the move to meet the individual and group needs of many people in many different localities.

These enriching materials must be available in two ways: first, as a large enough supply near at hand where the prospective reader may enjoy the satisfaction of browsing and selecting what he can discover for himself; and second, perhaps as single items sent direct to fill an immediate stated need or special request which may never arise again. Transportation of these stocks must be quick, inexpensive, and regular.

Planning for Minnesota multi-county libraries must consider the following factors:

1. *Distance.* Distances, which were once thought of as being controlling factors in the maximum possible size of a library system, are not regarded as nearly so important now. The original limitation was thought to be the maximum distance a bookmobile (or other vehicle) could drive out from the center and return within a single day, with more than half of the time spent at stops giving service. Now, in some very large far-western counties in the United States and Canada, well developed library systems are giving good service to areas covering over 20,000 square miles, with average populations of less than ten per square mile. They solve the bookmobile out-and-back problem by operating several bookmobiles from different sub-centers. The older example of a bookmobile route map looking like a somewhat irregular daisy, with the headquarters as center, superimposed on the map of the area is still good. The multiple bookmobile map looks like a cluster of daisies on the map, with a number of sub-centers as their centers, and each with a single petal reaching into the headquarters.

Just about the largest area in Minnesota which might be interested in having a single public library system covers just about 16,000 square miles, and has a population of 17 persons per square mile.

2. *Population.* The presence of, or the potentiality for, the development of a real community of interest, rather than service to a set population, determines the possible establishment of a multi-county library. A compact metropolitan area of a few square miles might include 500,000 people, a sparsely-settled area including nine or ten counties might have a population of only 100,000, but each could be well-served by a multi-county library system. One Minnesota county having 75,000 inhabitants could be linked with three others of between 10,000 and 20,000. (Thirty-two Minnesota counties had a population of less than 15,000 in 1950.) Again five counties whose combined population is only 70,000, without a single city of over 2,500 people, could obtain superior service for each village and the rural residents of the five-county area only through a cooperative system.

3. *Tax base.* Since the legal tax-raising unit is the county, the cost of the pooled library service would be levied in each separately, each raising its proportionate share as determined by the agreement establishing the multi-county library. This board would consist of members from each county. Minnesota laws permit the agreement which establishes the system under the joint powers law to decide the manner of apportionment of membership and the size of the board.

One system of counties might work best if each county had one representative on the board, another system might need a

large board having a member representing each library in the area, plus representatives of each previously unserved area. Such a board might wish to act as a unit or might prefer to work through an executive board elected by the full membership.

4. *Trade centers.* Natural trading areas, rather than a limited number of square miles suggest the logical size of a multi-county library system. Main highways lead to these centers in every part of Minnesota. Transportation of materials to library distributing points, large and small, could be carried on over the network of all-weather roads that have already provided the way to enable other needs, such as delivery of mail, food products and gasoline to be met. Mail service would be used wherever needed. As the library system expands, many distributing points in places of small population would use large stocks of books and audio-visual materials as reader interest is awakened all over its area.

5. *Community of interests.* Mining, lumbering, wheat and potato growing, quarrying, dairying, manufacturing are interests which link the people of an area. Similarities of interest and population distribution determine the types of direct service points, the kinds of services needed by the people, and the size of the area joining together for better library service. Minnesota is generally speaking, homogeneous enough for any contiguous areas to be regarded as logical areas for the development of library systems.

CREATING A MULTI-COUNTY LIBRARY SYSTEM

The actual operating policies and procedures of a library are the responsibility of the Library Board and the Librarian. But before these people can assume this responsibility they must first be given the legal authority to do so, and be provided with the necessary funds.

The only legal way at present for a multi-county library organization to be created, and taxes levied for its support, is under the provisions of the Minnesota Joint Exercise of Powers statute (MSA 471.59). This permits governmental units to exercise jointly any power which each may exercise separately. This is done through an agreement entered into by action of their govern-

ing bodies. Identical resolutions can be passed by the county commissioners of every county in the system to bring this about.

This law specifies that the agreement shall state the purpose or manner in which the power is to be exercised; shall provide public funds, if required, to carry out the agreement, and provide for disbursement and accounting. The agreement may be for an indefinite term, or until rescinded, or terminated in accordance with its terms. There must also be a provision to cover disposition of property if and when the agreement is terminated.

Experience in the negotiation and operation of these agreements where library serv-

ice is concerned has provided some guides for writing the terms. On this basis the following suggestions are offered:

1. The purpose is to offer free public library service to all residents of the counties involved, including all rural residents.
2. The method of accomplishing this is to create a joint library board to operate the service. The agreement should state how many representatives shall be on the Board from each county, the terms of their appointment, who appoints them, and whether they shall be paid travel expenses to Board meetings. The agreement might also specify the continuing functions of such library boards as may already exist in the area.
3. The agreement should also specify the method by which tax funds will be provided, the amount of money or rate of levy to be provided by the counties, and who is to be the treasurer and disbursing officer. Here it is well to remember that experience has shown that efficient operation requires that all the funds of the library system should be in one account. This greatly simplifies disbursements, bookkeeping and accounting.
4. A soundly drawn agreement should be for an indefinite term. To give the system a chance to prove itself, the agreement must allow a period of years before it can be terminated—a minimum of three years—the longer the better. There should be some provision for periodically reviewing the terms of the agreement after the establishment period has ended. Any provision for terminating the agreement should provide that the party or parties which wish to terminate must give notice a long time in advance—at least six months to a year.
5. The agreement must make provision for the disposition of property in case of termination. Certainly all assets which came into the system at its creation should revert to the original owners. Systems which are established without outside financial aid could specify that all assets acquired after the establishment of the joint system will revert to the contracting parties in the proportion of their contribution to the general support.

There is special provision which will affect those systems receiving matching funds through the federal aid program. This will be published in the regulations governing eligibility for aid. It will provide

that assets acquired under the aid program will revert to the State Department of Education to use elsewhere, if the agreement is terminated.

Applications for Aid

The entire program of Federal aid to rural library service in Minnesota will be administered by the Library Division of the Department of Education. The State Board of Education has not acted upon the regulations which will govern the administration of aid, at the time this is being written. But these regulations have to be in conformity with Federal regulations, so that we do know what they will cover and some of the basic provisions.

Applications for participation in the aid program must be submitted to the State Board of Education by the Board of the *library system* desiring such aid. The State Board's approval will be conditioned upon the local library systems fulfilling certain basic standard requirements:

1. There must be a legal library organization. The Library Board of the system, which would be submitting the plan would need to submit a copy of the agreement which created the multi-county unit giving the names of the counties and the date of formal adoption by each County Board of Commissioners.
2. The application should delineate the area to be served by the system. It must include all rural areas. The holding out of a single library would not necessarily disqualify the system if other factors are favorable to the development of good library service.
3. The territory to be served must be contiguous.
4. The planned system of library service must make provision for the following: (a) Building a sufficient book collection, taking into consideration the number of books already available; (b) Professional reference service and a method for routing and answering requests; (c) The systematic flow and interchange of books and other library materials throughout the system, since this is one of the keys to giving better service to all; (d) A central catalog of all new materials acquired; (e) Enough service outlets (including bookmobiles where appropriate) to provide easy and convenient access to service by all the people in the area to be

served; (f) An adequate library staff, including trained personnel, and the protection and appropriate use of all library personnel presently employed in the area, under the administration of a fully trained and experienced librarian; and (g) A well-equipped audio-visual service.

5. The library system must have a regular provision for receiving support from public funds. Support must be provided at a level which will fulfill matching requirements, and there must be plans for taking over the full support of the system when aid funds are no longer available.

The question of how much aid can be furnished will depend entirely on how much money is available. And how long each system will receive aid will have to be determined by the State Board of Education on the basis of funds available and the number of systems which qualify as time goes on. Local groups should plan on the basis of gradually diminishing aid and gradually increasing local support, after the heavy first-year expense of establishment has passed.

This boils down to three major points: The library system must have a board, a service plan, and initial local funds.

Help in Planning

When the Board has been appointed, working from the beginning with an advisor or supervisor from the Library Division, it must prepare the service plan and a budget based upon it. This budget should include all the money the library system intends to spend, and state the various categories; such as salaries, books and materials, bookmobiles and other equipment, travel communications, supplies and maintenance. Then it can apply for aid funds to pay about half of this budget. The proportion will differ according to the funds available, and the number of applications for aid.

But there is a point here which must not be overlooked. The original group or groups which promotes the system in the first place will have necessarily prepared much of this information when it began its work for the system. And so it can be known in advance of the formal organization how much aid will be available to get things started.

As we stated at the beginning of this section, advisory assistance in working out all the details of the system and the qualifying for aid will be available from the Library Division. One of the provisions of the federal law requires that the Library Division maintain supervision over the system during the time period for which it receives aid. This "supervision" has caused some questions to be raised. In actual practice it will be friendly guidance and assistance in getting good library service established. We are confident that everyone who believes in libraries enough to work for them is a person of good will. The occasions on which the "pressure of supervision" would be felt would be in those cases where the local system diverts funds from the proper purposes or otherwise mismanages its business. This is so rare in the library world as to be almost unheard of, so we do not expect any trouble on this score. But the federal law charges us with the responsibility for supervising, so it must be done.

Getting and Using Help in Planning

In concluding this planning guide, the authors wish to reiterate that there is experienced professional assistance available for local planning. It might be well to make some suggestions as to how this assistance can best be used.

1. *Initiating interest:* The Library Division can help from the very first by supplying the names of people who might be interested in coming to the first meeting in any area to consider a multi-county library system. Invitations to this meeting should be broadcast widely, but certainly should go directly to many people who have already demonstrated their interest.

2. *The First meeting:* An advisor or speaker can come from the Library Division for the first meeting to explain and answer questions and make suggestions for organizing and making plans for future action.

3. *The Planning stage:* When a local area group gets to working out definite plans for a library system, an advisor or advisors from the Library Division can work with the local people at many meetings and for a considerable time. The Division can assist in making sure that the plan will meet local needs and will conform to the requirements and regulations covering the aid program.

4. *The Promoting stage:* The Library Division can help with suggested publicity, promotional information and materials, and provide people to help answer questions.

5. *The Establishment stage:* Here again, the advisors from the Library Division can assist with the drawing-up of the agreement and various contracts, and suggest desirable provisions tailored to local needs and requirements.

6. *The Operating stage:* An advisor from the Library Division will be available to advise and assist in getting library service started in the area. There will also be a bookmobile for beginning service, if needed. The Library Division will also supply additional books and other library materials to help get the service started on a sound basis. The federal law requires that the Library Division supervise every local library system which receives aid from federal funds. This

supervision will be done by the same advisors who have been working with the system from the beginning, and will consist of continuing advice and assistance to assure that the program will continue to conform to the regulations.

The purpose of the plan, the program of local development, and the advice and assistance from the Library Division, is to stimulate and develop better library service for Minnesota. The emphasis will be on the development of *rural* library service because that is where the development is needed most.

If we work hard; if we keep our eyes on the long-term goal; perhaps we can, before too long a time, attain our noble ambition —

GOOD PUBLIC LIBRARY SERVICE
FOR EVERYBODY IN MINNESOTA.

An Invitation

MORE AND BETTER LIBRARY SERVICE IN MINNESOTA

Congress has passed the Library Services Act (Public Law 597).

This will provide federal funds to help develop public library services in the rural areas of Minnesota which have no public library service or have inadequate service.

The program will be administered by the Library Division, Department of Education.

THE KEY TO GOOD LIBRARY DEVELOPMENT IS IN THE HANDS OF LOCAL PEOPLE

If you are interested in the development of more and better libraries, and

If you want to know how the aid can be used in your own areas,

Or, if you are an official with responsibility for community services

Then COME TO ONE OF THESE MEETINGS WHERE THE LIBRARY DEVELOPMENT PLAN WILL BE DISCUSSED

The meetings are open to anyone interested. Choose the one most convenient to you, and be sure to be present.

Schedule of Meetings

Thurs., Jan. 10—St. Paul.....	Weyerhaeuser Room, Historical Bldg.	2:00 P.M.
Tues., Jan. 15—Rochester.....	Club Room, Public Library	7:30 P.M.
Wed., Jan. 16—Mankato.....	Council Chamber, City Hall	7:30 P.M.
Tues., Jan. 22—Detroit Lakes.....	Club Room, Public Library	7:30 P.M.
Wed., Jan. 23—Alexandria.....	Auditorium, Alexandria High Sch.	7:30 P.M.
Thurs., Jan. 24—St. Cloud.....	Community Room, Public Library	7:30 P.M.
Wed., Feb. 6—Marshall.....	Little Theater, Marshall High Sch.	7:30 P.M.

Meetings in other parts of the state are being planned for later.

These meetings will be conducted by representatives of the Library Division of the Department of Education. For further information, write to: Director, Library Division, State Department of Education, 369 State Office Bldg., St. Paul 1, Minnesota.

Lets Go To Work!

A Message from the Minnesota Library Association

ROBERT ROHLF

Chairman Legislative Committee

The greatest hope for the successful passage of a state library aid bill lies in the provisions of the new Federal Library Services Act (Public Law 597). Under the provisions of this law Minnesota will receive \$172,972 annually for public library development *if* we match this money locally. As this Federal law expires in 1961, it is imperative that we act now, as failure to match these federal funds over the next five years would mean that the people of Minnesota are missing an opportunity for which many have labored for ten years to bring about.

The bill proposed by the Minnesota Library Association is designed to provide the local money (in this case state funds) by which we will receive the federal aid, and also calls for a supplemental appropriation from the state. Our bill is written both to complement and supplement the Federal Act. It will provide not only the local funds necessary to receive the Federal monies, but will also provide funds to be used in ways not provided by the Federal Act.

The issue then of the success or failure of the Minnesota Library Association's state aid bill is not only a question of the money requested from the state for library development purposes, but to a large extent also a question of whether or not we will receive the full federal grant possible under the terms of Public Law 597.

The Federal Library Services Act presents us with both an opportunity and a challenge. We have available the means to develop library service in Minnesota on a scale that few believed possible only a few years ago, yet upon analysis it still would bring only the minimum library service state-wide, and that is our challenge. We must develop libraries in our state as our state develops. We must not stand still or we will actually be going backwards. The challenge is ours. Can we meet it?

The time to work for the passage of the state aid to libraries bill is right now! Your representative has just been elected, and along with your senator he is preparing for the legislative session commencing in January. Now is the time to talk to your

legislator, write to him, telephone him, or even wire him, and to have your friends, patrons and boards do the same thing.

Below are listed the type of actions that must be taken to gain support for the new Minnesota Library Association bill. Please read them and resolve to follow through on them in your own area. These are things that we can all do, in fact must do if our bill is to be passed.

1. Have your local library board pass a resolution favoring the adoption of the bill and send a letter to *each* senator and representative in your district (or districts) urging their support of the bill.

2. Ask your local clubs to support the bill and to inform the legislators in the district of their support.

3. Have your local P.T.A. and other civic organizations endorse the bill and notify the legislators of their endorsement.

4. Ask your local Junior Chamber of Commerce to work for the passage of the bill (it has been endorsed by their state board). They often will conduct a campaign for this type of legislation.

5. Have your city council (or county commissioners) pass a resolution favoring the adoption of a state library aid bill and send copies of the resolution to the legislators who represent them.

6. Ask your local church groups to work for the adoption of the bill as a worthy and necessary means of strengthening our educational and cultural opportunities.

7. Personally call on your senator and representative asking his support, and also urge your friends, neighbors, patrons and board members to call on them—or to at least write them.

These are merely some of the things that you should do to make the legislature favorable to our bill. We need a great deal of support. The state feels a great demand every legislative session for services requiring money, and it is certain that requests for funds will again far exceed the actual amount of money available. So let's get to work!

Minnesota Library Association

Annual Conference, Nicollet Hotel

September 27-29, 1956

The first general session was called to order by the President, Mrs. Helen Sweasy. Helen MacDonald presented a report of the Intellectual Freedom Committee. Miss MacDonald said that MLA cannot do the whole job in protecting the freedom to read. She described the Minnesota Council for Freedom to Read of which MLA is a member organization. She said that an article, "Literature and Censorship," in *Books on Trial*, for June-July, 1956 will be sent to all legislators, and outlined other activities of the group. Miss MacDonald then presented the following resolution:

"As acting Chairman of the Committee on Intellectual Freedom I wish to present the following resolution: That the Minnesota Library Association in the next Legislative session, endorses and pledges itself to work for the passage of the final revision of the McClure Bill, endorsed previously by this group in September of 1955 in Rochester, Minnesota."

The resolution passed with a unanimous voice vote.

Other endorsements of this legislation have been made by Minneapolis District Council 3, Minneapolis Central Labor Union, Minnesota Federation of Women's Clubs and Locals 99 and 211 of the Minneapolis Public Library.

The President read communications to the conference from ALA. Letters were read from Governor Freeman asking for MLA participation in his conference on aging and promotion of the teen-age code.

Mayor Hoyer, of Minneapolis, then extended official greetings from the City. Mrs. Sweasy welcomed delegates to the 61st Annual Conference. She then introduced Hannis S. Smith, newly appointed Director of the State Library Division, to the group.

Mr. Smith spoke briefly in appreciation of the hospitality accorded to him and Mrs. Smith and in tribute to Emily Mayne and the Division staff for their work during a difficult period. He gave as reasons why he is glad he came to Minnesota the forward looking spirit in the Association, the new standards for library service and the Federal Services Bill. He closed his remarks by saying, "Nothing is impossible to the man

who doesn't have to do it himself." He paraphrased Donne by saying no library is an island unto itself. He said what benefits one library will benefit them all and that he will work with that spirit in Minnesota.

President Sweasy called on Robert Rohlf, Chairman of the Legislative Committee for his report. Mr. Rohlf reported that he had traveled 1400 miles, attended 31 meetings, gone to 24 lunches or dinners, and talked with twelve legislators outside his own district. This was all in an effort to find out what the provisions of the MLA bill for state aid should be. As a result a new bill has been prepared, the final form to be written by Professor McClure and then given to the Reviser of Statutes for proper legal terminology. Mr. Rohlf said that sponsors will be ready before the session opens. He explained the general provisions as outlined on sheets given to everyone present at the meeting. Discussion and explanation followed.

There being no other questions, Robert Rohlf moved that the proposal be adopted and presented to the 1957 Legislature. It was seconded from the floor and carried.

Mrs. Sweasy adjourned the session by urging attendance at the exhibits.

The second general session was a Great Books discussion planned by Mrs. Lorene Linder, Readers Adviser at Minneapolis Public Library and led by two experienced Great Books leaders from the Minneapolis area with nine participants from seven Minnesota communities. Orace Johnson, a regional director of the Great Books Foundation, answered questions from the floor. "Reference Materials in Minnesota," a program sponsored by the Reference Section, was the second part of this general session. Miss Elizabeth Bond, Coordinator of the Main Library, Minneapolis Public Library, reported on a survey of reference materials conducted by the Reference Section of the Public Libraries Division of ALA.

A panel of four local authors, Sigurd Olson, Frederick Manfred, Reed Whittemore, and Sheila Alexander, moderated by Joseph Warren Beach, speaking on their own methods and inspirations, comprised the third general session.

On Friday morning the Children's and Young People's Section sponsored the fourth general session. Mrs. Isabel Walling, Macalester College, spoke on the subject "A Substitute for Readers" and Sister Ann, College of St. Catherine, spoke on "The Role of the Storyteller" and demonstrated the art of storytelling.

A panel on recruiting was presented as the fifth general session on Friday afternoon. The panel, moderated by Donald Potter, Duluth Public Library, represented two library schools and three public libraries.

The banquet on Friday evening was the highlight of the conference. Guests included Governor and Mrs. Orville L. Freeman. A presentation of a scroll to Ernest Johnson, Minneapolis Public Library, for 28 years of devoted service to MLA was made by Governor Freeman, who had been a boyhood borrower at Mr. Johnson's branch library. The exhibitors presented Mr. Johnson with a purse in appreciation for his many years of work with the book dealers and publishers who exhibit at MLA conferences. The incoming MLA president, Erana Stadler, Owatonna Public Library, presiding at this session, introduced the head table guests and then presented Dr. Dora V. Smith, University of Minnesota, who spoke about her recent experiences in searching for foreign children's books suitable and desirable for American translation. Her talk, "Traveling in Children's Books Around the World," will be memorable in MLA annals. It combined information and inspiration in perfect proportion and was delivered with the sure competence of an expert.

The business meeting and the County Section program made up the sixth and final general session on Saturday morning.

Mrs. Helen Sweasy, the first trustee to serve as president of MLA, presided. Official reports of officers and committee chairmen were presented.

Elsie Grina reported the election of the following officers for the coming year:

President	Erana Stadler
1st Vice President & President-elect	David K. Berninghausen
2nd Vice President	Thomas F. Irvine, Jr.
Secretary	Joyce Davenport
Treasurer	Ortha Robbins

Resolutions of appreciation were presented by Ruth M. Jedermann, Chairman, and passed by the membership. A resolution endorsing Amendment No. 3 relating to funds for education in Minnesota was presented from the floor and duly passed by the membership.

Mrs. Sweasy thanked the Board and members for support given her as president and handed the gavel to Erana Stadler, newly elected president. Miss Stadler paid tribute to Mrs. Sweasy and bespoke the continued support of MLA for the many important projects ahead.

The meeting was then turned over to Helen Young, Hennepin County Library, who presented the "\$40,000 Question," a discussion by Ernestine Grafton, Iowa State Library, Emily Mayne, and Hannis Smith, Minnesota Library Division. These speakers discussed the implications and applications of the funds provided by the federal library services bill. There were questions from the floor on specific applications to Minnesota libraries. Robert Rohlf made another plea for active work by MLA members in behalf of the state aid program. This meeting and the 61st Conference adjourned with renewed interest in Minnesota libraries and increased desire to work for MLA projects in an important year ahead.

Minnesota Association of School Librarians Meet in St. Paul

MRS. SYNOVA ANDERSON, *Secretary*

Two hundred ninety Minnesota school librarians held their fourth biennial meeting on Friday, October 26, at the Alexander Ramsey High School in Roseville.

Following the joint welcome of Naomi Hokanson, MASL President and librarian at Alexander Ramsey High School, and of Mr. Emmet D. Williams, Superintendent of Independent School District No. 3 of Ramsey County, the group began its morning program with a panel discussion: The School Library a Materials Center. Jane Strebel, Director of School Libraries in Minneapolis, served as moderator.

"The School Library Becomes a Materials Center" was inspiringly presented by Mr. Williams, who pointed out that in the best practices of education a resource area is essential in order to provide instruction on a wide range of interests and ability levels, to utilize the special interests of pupils, to allow students to work intensively in special areas of given topics and to provide for use, the various media of learning. Much modern instruction leans heavily on pupil experiences through special project methods organized around groups and committees. The school library should be this resource area, properly equipped, used and administered it is the "heart" of the school.

Miss Kathleen Dowling of Washburn High School in Minneapolis, who told "What a Classroom Teacher Looks for in a Library," presented several very successful library experiences where student-teacher-library planning led to the effective use of library resources and services.

"The School Library Materials Center Contributes to the Special Needs of the School's Music Program" was ably presented by Mr. Donald Brost, music instructor at Alexander Ramsey High School. Using specific methods, titles and material resources, Mr. Brost traced the development of junior high school general music classes at Ramsey. His tribute to the wonderful help and encouragement of librarians in planning units and selecting materials was enthusiastically received.

Mrs. Synova Anderson, librarian of Fairview Junior High School, Ramsey County,

who spoke on "Audio-Visual's Function in a Library Materials Center," emphasized the need for careful planning on an administrative level in the setting up of materials centers which should include the audio-visual materials of the school. Centralized cataloging of all learning materials was recommended and the need for adequate clerical help to free librarians from mechanical details for a greater service as materials specialists was emphasized.

"Library Materials Center's Relation to the Developmental Reading Program," as presented by Miss Helen Ulvestad, concluded the panel. The experimental program, the Sophomore Enrichment Program, as begun in 1954 at North High School in Minneapolis, replaces what was formerly the study hall period and "concerns itself primarily with orientation, supervised study and a testing program followed by developmental reading. Close cooperation between the library and the director of the program in selecting and using materials of all kinds and in preparing bibliographies is an essential part of the program."

The biennial business meeting opened with reports from Audrey LaFavor, North High School, Minneapolis, Secretary, and Mrs. Marjorie Jenkins, Ivanhoe High School, Treasurer.

The newly elected officers were then introduced: Willa Church, Austin High School, President; Jane Strebel, Minneapolis Public Schools, Vice-President; Carol Eastvold, Albert Lea, Secretary; Helen Stub, Franklin Junior High School, Minneapolis, Treasurer.

Committee reports were given by Gladys Larson, Hopkins Junior High School, Membership; Patricia Callahan, University of Minnesota, the Blanche Thompson Scholarship; Mary Williams, White Bear, the ALA Miami Beach Conference; Willa Church, Austin, the Fall Workshop at Madden's Lodge; and Mrs. Marjorie Jenkins, Ivanhoe, the MASL Bibliography.

Naomi Hokanson, President, reported on Minnesota Association of School Librarians' activities for the past two years.

Following adjournment of the business meeting, librarians were taken on tours of the beautiful Alexander Ramsey High School by students.

The High School Cafetorium at Ramsey was the scene for the 12:45 luncheon meeting. The speaker, Miss Mary K. Eakin, Librarian at the Children's Book Center of the University of Chicago, had selected "Interpreting Library Materials in Terms of the Needs of Children and Young People" as her topic. The six points we need to use in appraising all children's books, she stressed, are reading difficulty, subject, possibilities for use, developmental values, form or type of writing and the elements of style and subject which appeal to a child. Children do not automatically choose the best books, she pointed out. They need guidance to select better books. We have a responsibility to help them avoid those books whose reading requires little mental effort, which lack substance, present unacceptable ideas or promote undesirable

discrimination. Children need and deserve the best available in books. Through them children can grow in appreciation of good writing and good thinking.

A highlight of the luncheon meeting was the presentation of a scroll and gift of money to Miss Ruth Ersted, who is beginning her twentieth year as Minnesota State Supervisor of School Libraries. The scroll, read by Willa Church, President-elect, commended Miss Ersted for her "continuing interest, constant awareness, and deep understanding of the school library as an integral part of today's educational program." Further the scroll congratulated school librarians, teachers, students, administrators and boys and girls for their good fortune to profit from Ruth Ersted's "service and dynamic leadership in the interest of school libraries."

The meeting concluded with free time for browsing among the materials and displays of the Alexander Ramsey High School Library, prepared by Naomi Hokanson and Mrs. Esther Holste, hostesses to the meeting.

Minnesota Centennial

Minnesota will commemorate its 100th birthday as a state in 1958 and the Minnesota Statehood Centennial commission set up by the 1955 Legislature is now putting plans in motion for properly observing the event. Thomas H. Swain, executive director of the commission, advises that committees representing every walk of Minnesota life are now being organized on a twofold front—at a statewide and county level. These committees will work out special programs for the giant, year-long commemoration in 1958.

This means that public libraries in Minnesota will need to make their own plans now to be ready for the tremendous number of requests for assistance which will begin coming in during 1957 and 1958. The general theme of the centennial will be "Sell Minnesota to Minnesotans and the Nation," and while much of the emphasis will be on "looking ahead," according to Mr. Swain, the plan will be to "pay tribute to the past and dedicate ourselves to the future."

Mr. Swain urges that libraries also plan their own exhibits and special observances, just as they did during the very successful Territorial Centennial in 1949. The Statehood Centennial commission is located in the State Veterans Service Building, St. Paul 1, Minnesota.

Anita Saxine, Winona Public Library, is MLA chairman.

Tribute to Ruth Ersted

Editor's Note:

During 1956, Ruth Ersted completed twenty years of service in the Library Division as Supervisor of School Libraries. During this time the development of school libraries in Minnesota has made great progress. Miss Ersted has also brought national recognition to Minnesota through her professional activities.

At its 1956 annual meeting, the Minnesota Association of School Librarians presented Miss Ersted with a citation and gift in recognition of her service. We cannot improve on the citation and so are presenting it here as a tribute from *Minnesota Libraries*, and the Library Division.

RUTH M. ERSTED

1936 - 1956

1956 marks the twentieth year of Ruth Ersted's service and dynamic leadership in the interest of school libraries. Congratulations to school librarians in Minnesota and the nation as a whole. Ours has been the good fortune to profit from her service in many areas.

Nationally Ruth Ersted has served us well as Chairman of the American Association of School Librarians, a section of the American Library Association. She contributed with distinction to the Fourth Activities Report and has offered continuing leadership in the efforts to improve school library standards. Her numerous contributions to library literature have revealed her continuing interest, constant awareness, and deep understanding of the school library as an integral part of today's educational program.

In our own state we congratulate every school administrator who has taken advantage of her guidance in library planning and administration. We congratulate every teacher whose teaching has been enriched by an effective school library program. We congratulate the boys and girls who have had an opportunity to grow in knowledge and appreciation through experience with good books.

We congratulate all students and teachers of library science who have benefitted from Ruth Ersted's wise and experienced guidance in planning their professional studies. We also congratulate school librarians who have taken advantage of the library minor program designed by her to meet ever-increasing demands for trained personnel.

Most of all we congratulate the Minnesota Association of School Librarians. Under Ruth Ersted's creative leadership we have enjoyed the companionship and professional stimulation of four camp conferences. We have published a useful bibliography of social studies materials. We have offered hospitality to the American Association of School Librarians. Together we have planned state-wide meetings. Together we have grown into a dynamic organization through the inspiration, courage, and friendship of Ruth Ersted.

The Minnesota Association of School Librarians
Naomi E. Hokanson, President

How Good Are We On "Good Books"?

A Report on the Incidence of Good Books in Thirty-Eight Minnesota Libraries

LEROY CHARLES MERRITT

Professor of Librarianship, University of California

Going on the assumption that the avowed educational objective of the American public library can only be achieved if the library acquires a substantial proportion of the important and significant new books as they are published, a list of the "good" and "notable" books of the last twenty years was prepared for checking with public library catalogs. This list of about 1200 fiction and non-fiction titles was checked with the card catalogs of thirty-eight city and county libraries in Minnesota during 1953, 1954, and 1955. The results of the now completed tabulations are presented herein, along with certain conclusions derived from the data.

The checklist was compiled in two ways. It contains all of the books originally published during the last twenty years listed by Asa Don Dickinson in his three most recent compilations of the "Best Books," published by the Wilson Company. Books were listed by Dickinson on the basis of a consensus of critical opinion, as gleaned from their appearance on a wide variety of other lists of good books. These books, judged "best" by the critics, were considered to be the kind of books which public libraries might reasonably be expected to buy, and, as shown below, which most libraries large enough or affluent enough, did buy.

The checklist also included all of the books found on the annual list of "notable" books of the year chosen by a committee of the American Library Association since

1944. These, too, because of the method of choice, were presumed to be books which the fiscally able public library could be expected to buy. The choice of a twenty year period was in part arbitrary, and in part based on the idea that if these books chosen by critics and librarians were really "best" or "notable," they should reasonably be expected to remain on public library shelves for a minimum of two decades. It should be emphasized that all of these books are new books, published for the first time during the twenty-year period. New editions, condensations, compilations were all omitted; an occasional new translation was, however, admitted. The Revised Standard Version of the Bible, for example, is included. All three checklists contained about 25 per cent fiction and 75 per cent non-fiction.

The results of the tabulation of the whole list are shown in Table 1, where the libraries are subdivided according to population and kind of jurisdiction served. If a "substantial proportion" of the checklist is defined as meaning 75 per cent, then only the five city libraries serving more than 25,000 people succeed in providing a substantial proportion of the "good" and "notable" books as they are published. That the six county libraries included in the study did less well than the city libraries may be explained by the fact that they are relatively younger than the city libraries and have had less time to accumulate basic collections, and

Table 1

Mean Percentage of Titles Held by 38 Minnesota City and County Libraries

Size of Population Served	Total		City		County	
	Number of Libraries	Titles Held: Mean Per Cent	Number of Libraries	Titles Held: Mean Per Cent	Number of Libraries	Titles Held: Mean Per Cent
Less than 2501.....	8	16.5	8	16.5	..	.....
2501-7500	10	29.6	10	29.6	..	.....
7501-25,000	14	54.1	9	60.7	5	42.2
25,001-50,000	3	63.9	2	80.3	1	31.2
More than 100,000.....	3	93.0	3	93.0	..	.....
TOTAL	38	43.6	32	44.2	6	40.4

also by the fact that county libraries, serving many small outlets, are apt to duplicate more widely and thus be less able to buy as many different titles. This would suggest that the county library, in order to do as well in providing a variety of books to its clientele, needs more money for books and probably for staff than does the city library serving a population of the same size. (Editor's Note: Mr. Merritt advances his explanation from a distant prospect. Some of us closer to the scene might suggest that the county libraries may not buy the best books which are little used because the book is available for easy borrowing from the city library which serves as the headquarters. There is also the probability that most of the county libraries in the sample are not yet serving large enough population groups.)

This conclusion is confirmed when the provision of the relatively more important

non-fiction is considered separately, as is seen in Table 2. Here the differential between city and county libraries is about the same as it was for fiction and non-fiction combined. It is interesting to note, referring now to Table 3, that the county libraries much more nearly approximate the city libraries in their provision of the good and notable fiction titles. Comparative examination of Tables 2 and 3 shows that both city and county libraries in the four smaller population groups do better in providing the best and notable fiction than they do the non-fiction. The slight difference between the provision of fiction and non-fiction in the three large city libraries is not significant; they do equally well on both. In fact, it might be said they have achieved a remarkable balance in their respective provisions of fiction and non-fiction.

Table 2

Mean Percentage of Non-Fiction Titles Held by 38
Minnesota City and County Libraries

Size of Population Served	Total		City		County	
	Number of	Titles Held:	Number of	Titles Held:	Number of	Titles Held:
	Libraries	Mean Per Cent	Libraries	Mean Per Cent	Libraries	Mean Per Cent
Less than 2501.....	8	12.0	8	12.0	..	.....
2501-7500	10	23.8	10	23.8	..	.....
7501-25,000	14	48.8	9	55.8	5	36.2
25,001-50,000	3	61.4	2	79.6	1	25.0
More than 100,000.....	3	93.1	3	93.1	..	.....
TOTAL	38	38.7	32	39.5	6	34.3

Table 3

Mean Percentage of Fiction Titles Held by 38
Minnesota City and County Libraries

Size of Population Served	Total		City		County	
	Number of	Titles Held:	Number of	Titles Held:	Number of	Titles Held:
	Libraries	Mean Per Cent	Libraries	Mean Per Cent	Libraries	Mean Per Cent
Less than 2501.....	8	30.5	8	30.5	..	.....
2501-7500	10	47.4	10	47.4	..	.....
7501-25,000	14	70.3	9	75.5	5	60.8
25,001-50,000	3	71.7	2	82.3	1	50.5
More than 100,000.....	3	92.8	3	92.8	..	.....
TOTAL	38	57.8	32	57.5	6	59.1

The checklist was accompanied by a very brief questionnaire which asked for certain statistical data which might prove useful in determining which aspects of library operation were most related to the provision of substantial percentages of the "best" and the "notable" books. Not all libraries were able to provide all of the data, which accounts for the varying number of libraries on which the correlations in Table 4 are based. The correlations are all derived from applying the Spearman rank order correlation to the percentage of titles held, and each of the other variables shown.

Most of the correlations are high and positive, indicating a high degree of relationship between titles held and the other factors. Differences between most of these correla-

tions are too small to be statistically significant, but for general interest the several factors have been arranged in descending order according to the correlations for the whole group of thirty-eight libraries. That Number of Adult Titles Added, Number of Adult Volumes Added and Total Operating Expenses should come out highest is both interesting and pertinent to the problem of providing a substantial proportion of the good books as they are published. The very nearly zero correlation (no relationship) between titles held and number of professional personnel in county libraries is accounted for by the fact that all libraries having no professionally education personnel were credited with having one professional librarian, and so lacked differentiation on this score.

Table 4

Correlation Between Percentage of Titles Held and Seven Variables in Groups of City and County Libraries in Minnesota

Variables	City and County Libraries	City Libraries	County Libraries	Number of City and County Libraries Reporting
Number of Adult Titles Added....	+ .94	+ .96	+ 1.00	18 and 5
Number of Adult Volumes Added	+ .93	+ .94	+ .90	29 and 5
Total Operating Expenses.....	+ .93	+ .94	+ .71	32 and 6
Expenditures for Adult Books.....	+ .92	+ .94	+ .90	22 and 5
Total Expenditures for Books.....	+ .91	+ .93	+ .77	32 and 6
Population Served	+ .86	+ .95	+ .49	32 and 6
Number of Professional Personnel	+ .78	+ .84	+ .03	32 and 6

The general conclusion from Table 4 hardly constitutes news for Minnesota librarians: The more money a library has to spend, the better will be the book collection. The other Tables, however, provide one additional argument for larger units of serv-

ice, for the creation of library systems serving 50,000 people or more: Unless and until such systems are created, libraries in Minnesota will not succeed in providing immediate access to a substantial proportion of the "best" and the "notable" non-fiction being published.

TV: A New Road To Reading

EULA P. MOHLE

Teacher of English, Milby High School, Houston, Texas

No longer do pupils flock in to the Houston Public Library and ask for any good book to read. They now know what they want to read. Ann Hornak, of the Library's Children's Room, says they ask for *Twenty Thousand Leagues Under the Sea* because they saw it on TV's "Disneyland." Or they want all the books available on Davy Crockett, for the same reason. Let Miss Frances mention a book on "Ding Dong School," and both adults and children flood the libraries and bookstores with requests for it.

Children are reading the classics after seeing them on TV, then moving on to other books by the same authors. Miss Hornak reports that books like *Robinson Crusoe*, *Treasure Island*, *Huckleberry Finn*, *Alice in Wonderland*, *Peter Pan*, and *Robin Hood* move rapidly as soon as they are dramatized on TV. After a program of Sherlock Holmes or Ellery Queen, patrons ask for books containing such stories. When they see "Lassie," they want to read the book and others about dogs. Wild Bill Hickok, Judge Roy Bean, and Wyatt Earp lead students to biographies and to books like *Pony Express* (Adams), *Buffalo Bill* (Beals), or *True Adventures on Westward Trails* (Powers).

Nature study takes on new meaning after "Zoo Parade." Youngsters sometimes want more books about seals, snakes, or simians than the library shelves stock. Among the books often called for are *True Zoo Stories* (Bridges), *Jungle Animals* (Buck), *Book of Zoography* (Ditmars), *Monkeys* (Zim). Interest in science books, both fiction and fact, is mounting. After a "Mr. Wizard" program, children call for *Mr. Wizard's Science Secrets*, or for biographies of the scientists he talks about. Books like *Fun with Science* (Freeman), *Picture Book of Astronomy* (Meyer), and *Let's Look Inside Your House* (Schneider) are in great demand. "Superman" leads pupils to *Space Cat*, *Wonder Flight to Mushroom Planet*, *Spaceship Under the Apple Tree*, and *Miss Pickerell Goes to Mars*.

Programs like "Wide, Wide World," "You Are There," or "News Caravan" motivate

calls for *National Geographic*, *Land and People of Israel* (Hoffman), *The Greek Way* (Hamilton), *Conquest of Mexico* (Prescott), *Halfway to Heaven* (Hersey), *Pageant of South American History* (Peck), *Iceland Roundabout* (Rothery), *Tales of the Labrador* (Grenfell), *How the United Nations Works* (Galt), *What the United Nations Means to the United States* (Lodge), and books on and by Albert Schweitzer.

Creative Impetus

The librarian at Houston's Pershing Junior High School reports that students are stimulated to do considerable creative work after seeing certain TV shows. Using the technique of "You Are There," social studies classes dramatize episodes like the fall of the Alamo, the battle of San Jacinto, laying the trans-Atlantic cable, Lee's surrender at Appomattox, and surrender of the Japanese on board the *Missouri*. The plays are tape-recorded and exchanged with other classes. Interviews in the manner of Ed Murrow's "Person to Person" are another form of creativity in this school. Research before the writing is done is intensive and apparently more rewarding than the usual outside reading report. A Sunday school class of young adults, after reviewing the story of Lillian Roth's "I'll Cry Tomorrow," read the book, studied the history of Alcoholics Anonymous, then plunged into the Yale studies on alcoholism. The program "I Led Three Lives" has kept Philbrick's book in steady circulation.

Many drama classes in Houston searched for copies of *Richard III*, in preparation for the Olivier film shown on TV. In one English class, a young historian prepared a background report on the War of the Roses. Another gifted student briefed the class on the main action of Shakespeare's *Richard III*.

In the light of personal experience and what the librarians say, I offer the following points:

1. The largest and most enthusiastic group of those who turn to books in the wake of televising is of elementary and junior high

school age. Senior high students and adults watch television, but often other interests prevent them from probing deeper into what they see.

2. Since a majority of senior high school students spend from fifteen to thirty hours a week watching television (the estimate is conservative for Houston), we teachers must learn ways to make these hours yield returns.

3. Many readers spend less time reading, now that they own TV sets. But it is possible for their reading to be both broader and deeper as a result of televiewing.

4. Many students of all ages come from non-reading backgrounds. If their choice of TV programs can be cultivated through tactful classroom guidance, such students likely will become better educated citizens.

They may actually become readers through their desire to know more about what they see.

5. The use of TV in the classroom is a means, not an end. Without condemning the mediocre programs, lest there be repercussions at home, teachers and students may give attention to a few of the best offerings.

6. School and public librarians can be helpful by anticipating the needs of their patrons for reference material, both before and after outstanding TV programs.

7. The resources of television for all subjects in high school, especially for history, English, and science, are constant and rich. They need tapping for the child's and the teacher's sake. They afford substance in communication and training in perception, and assist in developing the whole man.

*Reprinted from *Practical English*, a Scholastic Magazine, March 15, 1956.

New Standards

The American Library Association has just published the new statement of criteria for adequate library service in the United States, **PUBLIC LIBRARY SERVICE; A Guide to Evaluation**, with Minimum Standards. Available from ALA for \$2.00, including supplement.

The new book states 70 broad general principles of library service—goals for public libraries to aim at, and by which they can evaluate their present performance. These principles are linked with nearly 200 specific minimum standards, relating the general principles to measurable aspects of library service—such factors as the size of the library collection of books in relation to population, or the number of new books that a dynamic library would add each year. Included with the book is a supplement, **COSTS OF LIBRARY SERVICE IN 1956**, which gives current information on the actual costs of minimum services for representative library systems in different parts of the country.

PUBLIC LIBRARY SERVICE is the result of more than two years' work by a Coordinating Committee of the Public Libraries Division of the American Library Association. In addition, hundreds of individual librarians and informed citizens have been involved in the work of producing the book, and 26 interested professional groups. The final document will, these groups feel, have a direct bearing on the cultural and educational opportunities of every person within reach of a library. It carries the commendations of the leaders in many areas of American life, beginning with the President of the United States.

The book is a successor to two earlier statements of library standards which appeared in 1933 and 1943.

The following were members of the Coordinating Committee that did the actual writing of the book:

Lowell A. Martin (Chairman), Dean, Graduate School of Library Service, Rutgers University, New Brunswick, N. J.

John M. Cory, Chief, Circulation Department, New York Public Library, New York, N. Y.

Lucile Nix, Chief Library Consultant, State Department of Education, Atlanta, Ga.

Jean C. Roos, Supervisor of Youth Department, Cleveland Public Library, Cleveland, Ohio

Amy Winslow, Director, Enoch Pratt Free Library, Baltimore, Maryland

Carma R. Zimmerman, State Librarian, California State Library, Sacramento, California

Robert D. Leigh—Dean, School of Library Service, Columbia University, New York, N. Y.—served as a special consultant throughout the work of the committee.

Toward A Library Film Circuit

On Wednesday night, September 26, just prior to the opening of the MLA Annual Convention, a small committee met in Minneapolis to discuss plans for a public library film circuit in Minnesota. Mrs. Merle Lennartson, St. Cloud, invited a number of other librarians who had expressed previous interest, and twelve libraries were represented at the meeting. Mrs. Agatha Klein, Fred Wezeman, and Hannis Smith attended as advisors. As a result of the discussion Mr. Smith was requested by the group to prepare a detailed plan for a Minnesota Library Film Circuit for presentation to the group at a meeting early in 1957.

This is a preliminary report, and is being published at this time in order that librarians not present at the meeting, but interested in the possibilities of 16mm. educational film use in their communities, may have the preliminary information available to those who were present.

Furnishing well-selected 16mm. educational film of adult interest has become a standard feature of adequate public library service. The problem, however, is manifold and has been manifest to those public libraries which have offered the service. The principle aspects of the service, which are important to this discussion, are: 1. Individual items are more expensive than other customary library materials. The average film in the recent list of films recommended for public libraries costs just over \$100.00. Therefore, it requires a substantial investment to provide any variety of film. 2. In non-metropolitan communities and areas, there is often insufficient demand for any single film title to justify the expense of purchase. A film can reach more consumers at a single showing than a single book can reach in the lifetime of its paper and binding. A hundred readers will wear a book out; but a thousand can see a film at a single showing. 3. Public interest in subject matter is as varied for films as for books. Good film service should try to meet this variety of subject matter demand. 4. The secret of getting maximum use of good film in a community is to have the film there in the community, readily available. This means that the library must have a supply of film at all times, and must know far in advance what films it will have available.

Public libraries, faced with this problem of supplying a wide variety of film with limited funds, have adopted the film circuit idea as the solution. By joining a circuit, the member library obtains many times the number of films for the same money, and has them for only a relatively short period of time which is still sufficient to have the film reach the potentially interested audience in the local community.

For those unfamiliar with the film circuit idea, a brief description might be useful. The essentials are these: A number of libraries cooperate in the selection of a wide variety of film which all of them would find interesting and useful for community showing. This collection is divided into packets according to the number of libraries belonging to the circuit. These packets are made up of a variety of film, arranged so that each packet covers different subjects, areas of interest, length of film, and other variations. Each library has a packet of film at all times. At specified intervals, the packet goes on to a different library and the library receives a different packet from another library.

There are certain elements in film circuit planning which must be kept in mind. The packet of film must remain in the community long enough to be used a number of times as a result of earlier use (the "ripple" process); the packet of film must contain a sufficient number of films to afford a variety; the circuit must have a total holding of film at least equal to the number of films in each packet multiplied by the number of libraries in the circuit; member libraries must know long in advance when they will have which specific films in order that they may advise local users on scheduling the use at meetings or other occasions; and there must be some central agency for maintenance and repair of film holdings. Each member, of course, must be equipped to do re-winding and simple splicing. The film circuit solution of each of these elements will be discussed separately.

Since film use appears to be more seasonal than general library use, experience has shown that the best time for film circuit service runs from the last part of August until early June; a period of 40-44 weeks. Films should remain in the same community at least a month, and preferably some-

what longer, but usually no longer than two months. Dividing the film use season into suitable periods, film circuits come up with a figure of seven periods of six weeks each for a total of 42 weeks. The off-season period of ten weeks each year has the advantage of providing a period when the films can be more carefully checked, and repairs made if necessary.

Some film circuits have operated successfully with as few as four films per packet, but this small number is considered unsatisfactory since the possibility of variety in a single package is severely limited. A minimum of six seems appropriate, but some thinking has advocated a minimum of nine or ten.

With seven circuit periods of six weeks each, using a compromise figure of eight films per packet, this means a minimum of 56 film titles for circuit operation. At an average cost of \$100.00 each, this means an investment of \$5,600.00 not counting shipping, servicing and repair.

For truly satisfactory operation, the library should know by June 1 what films it will have available during the coming year until the following June. This means that circuit films must be selected, acquired, arranged in packets, and scheduled each spring. Actual delivery can wait until shortly before September. This enables each member library to prepare its own catalog with annotations to guide local users in selection and booking.

It is best to use an established film library as the central agency for maintenance and repair, since the volume of a single film circuit is not sufficient economically to justify the establishment of its own.

With this information as background, the questions are: How can this idea be applied in Minnesota? Is it feasible in Minnesota? How would we begin? How much would it cost?

There appears to be sufficient interest to begin a film circuit in Minnesota consisting of seven libraries. There may be enough to make two sections of a circuit, which is twice as good as well as twice as big. This means fourteen libraries. Only in the Twin Cities do the public libraries now have film service. We have sixteen other city libraries serving over 10,000 people and ten county libraries with sizeable annual bud-

gets. Surely, out of these twenty-eight libraries, there will be fourteen which would be ready and able to institute this important expansion of their service programs. So the potential library members are here.

For an administrative service agency, the film circuit could contract with one of a number of existing film libraries. The University of Minnesota Extension Film Center has already expressed interest in exploring the possibility of a contractual arrangement by which it might assume this function. The service agency is here.

And so it is a matter of organizing to get going. The kind of organization is not too important. Film circuits in other states have organized as associations, as corporations, and as cooperatives. It would be a matter the charter members themselves determining which would be the best and most efficient means of organizing.

This leaves the matter of determining costs. Since this depends upon specific figures, let us make a few assumptions. If there is a single circuit of seven member libraries, which wish to obtain a minimum of eight films in each of seven packets (as we worked out above), this requires a total of 56 films which would cost about \$5,000.00 or \$800.00 per year per member library. This figure is too high to be practicable at the present.

But there are two factors, not yet considered, which can help solve this problem. For one thing, there are excellent films which do not have to be purchased. The agency which distributes them will deposit a certain number with the film circuit which may be retained long enough for them to complete the circuit. The circuit's obligations in such cases are to keep the film in repair and to report to the lending agency on the use made of the film (number of showings and number of persons to whom shown). Almost half of the necessary film might come from such sources.

The second factor is the recent development of rent-to-purchase contracts offered by some of the major educational film producers. These customarily specify that the purchaser may pay one-fourth or one-third of the total price in installments, with the privilege of returning the film at no additional charge at the end of any one year. These film remain the property of the seller until the entire purchase price has been

paid. Under this the average film costs about \$30.00 per year. It can be kept until paid for, or used only one year and returned.

It appears that the most practical way of building up a circuit collection would be a combination of outright purchase, rent-to-purchase, and long term deposit. The experience of other circuits indicates that a very satisfactory circuit could be established which would cost each member library between \$325.00 and \$350.00 per year. This would work out roughly into the following budget:

Total membership fees		
(7 @ \$350.00).....	\$2,450.00	
Expenditures:		
Acquisition of film:		
21 films rent-to-purchase	\$ 630.00	
10 films purchased outright	1,000.00	
25 films deposited.....		
	<u>\$1,630.00</u>	
Servicing and postage..	170.00	
Repair and maintenance	650.00	
	<u></u>	
Total expenditures	\$2,450.00	\$2,450.00

This assumes that each library would pay the shipping charges of getting the packet to the next user. Since this operates under the library postal rates, the additional cost per library is quite low.

To some, the allowance for repair and maintenance may appear quite high. Since there is no basis for estimating what this expenditure will run, it is highly advisable during the initial years of film circuit operation to make a substantial allowance for this. After experience has determined the probable cost in this item, any sums which may not be required could be transferred into the budget for acquisition of more film.

Under such a system, in subsequent years each packet would contain some of the film which member libraries had had the year before, and at the same time the size of the packets would grow. The repeating films could be scheduled so that they are at a library at a different period of the year than previously, and in such a way perhaps open up new users, and a great many films do not use their full potential in the first six-weeks in the community. There are, of course, many films which every library would be glad to have for a circuit period every year. Having two seven-member circuits in operation enables the circuits to swap packets so that repeater films do not return to the same library more often than once every two years.

Librarians interested in the possibility of film circuit membership for their libraries should write to Mrs. Merle Lennartson, Librarian, St. Cloud Public Library. This will assure their receiving further information as it develops, and notices of any meetings which are held for further planning.

SALMAGUNDI

Library Division Staff

Lucile Iten, for many years Circulation Librarian in the Library Division of the State Department of Education, resigned her position on November 1, to become a resident of California. Miss Iten knew the interests and problems of hundreds of library patrons of the Division, whom she served enthusiastically through her long tenure. She will be missed by her many friends.

Shirley Kantor, University of Minnesota, B.A. 1955, who completed her course work for the Master's Degree in the Graduate Library School in 1956, became Circulation Librarian in the Division on November 1. Miss Kantor is a resident of Minneapolis.

With the appointment of Mrs. Frances Hughes as Reference Librarian, the Library Division is served by a full staff for the first time in more than a year. Mrs. Hughes, University of Minnesota, B.S. with major in Library Science, 1941, joined the staff of the Division on November 16, as Reference Librarian. A. Rosemary Bowers will now be able to devote her full time to her work as Catalog Librarian.

Library Receives Dana Award

Minneapolis Public Library received the John Cotton Dana award for outstanding publicity Monday, June 18, at the 75th annual conference of the American Library Association held in Miami Beach June 17-22. Presentation of the awards was made by Howard Haycraft, author and president of the H. W. Wilson Company.

Winner in the large library class, Minneapolis was cited for "a consistently excellent publicity program with especial commendation for the new building campaign, wisely planned and carried out, and also for the quality of the publications produced by the library."

In the eleven years since the award was established the Minneapolis library has won twice—in 1947 and 1956—with honorable mention in 1949.

Twenty-one libraries received citations in the contest which is sponsored by the *Wilson Library Bulletin* and the American Library Association Public Relations Committee.

Scrapbooks showing a cross-section of the year's publicity were submitted as entries by 92 libraries, Marie D. Loizeaux, editor of *Wilson Library Bulletin*, reported. Entries were received from 34 states, and 32 overseas libraries, including England, Scotland, France, Germany, Japan, Alaska, Labrador, Newfoundland, The Philippines, and APO's in Seattle, San Francisco, and New York.

The judges based their criteria for selecting winners upon aggressive library service to the community and the publicizing of this service to increase public use of the library.

State Board of Education

John W. Bystrom of Minneapolis has become president of the State Board of Education, succeeding J. S. Siewert of Bingham Lake, who was killed in an automobile accident in October.

Atwater Library

Expanded service to the residents of Atwater was observed at a dedication service for the newly decorated and greatly enlarged library at Atwater on Saturday, October 6.

Following the dedicatory talk by Senator Harry Wahlstrand, Mrs. Willard DeRuyter, president of the Kandiyohi County Library Board, Emily Mayne of the Library Division, and Mayor Sidney Strong of Atwater spoke to the one hundred people in attendance.

Diana Hebrink, Kandiyohi County librarian, exhibited the new bookmobile, and Betty and Inger Anderson, local librarians, checked out sixty books.

Arrowhead Fall Conference

The fall meeting of the Arrowhead Library Association met at the Duluth Public Library on Wednesday, October 17. Approximately twenty librarians of the area attended the morning and afternoon sessions, with Donald Potter as chairman.

Hannis S. Smith, Director of Libraries, State Department of Education, led the discussion of possible developments in the area under the Federal Services Act.

Fiftieth Anniversary

The Moorhead Public Library observed its 50th Anniversary with a week of special activities, November 26 to December 1, 1956, in connection with the observance of National Children's Book Week. The Moorhead Woman's Club, Lions Club, Garden Club, Kiwanis and many other organizations observed the services and problems of the library, with noon tours, special film showings, or evening programs scheduled for each group as well as for individual patrons.

Puppet shows and door prizes from the Treasure Chest of Books were features for the children, planned by Myrtle Rundquist, Librarian, and her staff.

Personnel Changes

"Retiring, but not leaving," is the motto of Ruth M. Jedermann, who ended her term of 40 years in the Art Department of the Minneapolis Public Library, December 1. Plans to continue her busy life include working with art groups and systematizing some of the Library's special art collections.

Miss Jedermann was one of the first to complete work in the Library School of the University of Minnesota. From that time until today, she has been a loyal supporter of the movement to secure good library service for all Minnesotans, both urban and rural. For many years she served as secretary of the Minnesota Library Association.

John Dow Chapman, AB Nebraska, BS in LS Minnesota, succeeded Miss Jedermann as head of the Art Department of the Minneapolis Public Library. He formerly served with the Public Library of Lincoln, Nebraska, and the University of Nebraska Library.

Many people may not have learned that Gena J. Bakken became librarian of the Alexandria Public Library, August 1. Previous to that date Miss Bakken had been in charge of the Reference Department of the Rochester Public Library.

Mrs. Elsie Woodbury Johnson resigned as librarian of the Zumbrota Public Library after many years of service to the community, working as both school and public librarian for Zumbrota.

Retirement of a librarian of long experience has occurred in Long Prairie, where Dora Fisher resigned as librarian of the public library. She will be succeeded by Mrs. Ermin Reichert.

Robert Rohlf, librarian of the East Lake branch of the Minneapolis Public Library, was recently named as consultant to the architects for the design of the new Minneapolis Public Library. Mr. Rohlf has been promoted to a position as administrative assistant to Glenn Lewis, Librarian.

New Instructor

Sister Marie Cecilia, Director, Library School, The College of St. Catherine announces that Mrs. June Smeck Smith who in September came to Minnesota from Madison, Wisconsin, with her husband, Hannis S. Smith, is a full-time faculty member of the College of St. Catherine Library School.

Mrs. Smith received her Bachelor of Arts degree from Wayne University, her Bachelor of Science in Library Science from the University of Michigan, and her Master of Arts from the University of Chicago Graduate Library School.

Besides teaching two of the prerequisite courses, Library Service I and II, Mrs. Smith teaches the administration course, Library Service to Young People; Literature of the Social Sciences; and Literature of the Humanities. She helps with the counselling and the Library School Library.

Library Science Minor

The Library School of the University of Minnesota announces a minor program for students registered in the College of Science, Literature and the Arts. The five courses listed below are recommended as a minor. The student who completes these courses is eligible for graduate study and also for Graduate Library Assistantships.

1956 Library School graduates numbered 43. The school had 700 requests for librarians. 1955 and 1956 salaries averaged about \$4,000. The highest starting salary for a beginning librarian for 1956 was \$5,600 and the lowest \$3,480.

The minimum education for a professional librarian is a bachelor's degree plus a fifth year of study terminating in a master's degree from one of the 34 accredited library schools. The Library School of the University of Minnesota is an accredited school offering the M.A. degree, providing programs for school, college and university, public, and special libraries.

SLA undergraduates may declare a minor of 15 credits or a half minor of 9 credits in library science. The normal minor program

Library Science Minor

L. S. 50	History of Libraries	fall		summer
L. S. 55	Library Administration	fall	winter (evening)	summer
L. S. 62	Reference I	fall	fall (evening)	summer
L. S. 70	Reading Guidance	fall	spring (evening)	summer
L. S. 83	Cataloging and Classification	fall		summer

is the five courses prerequisite to graduate study, as listed below. Students may also take all or part of these courses as electives.

The Library School suggests that freshmen and sophomores interested in a career in librarianship enroll in L. S. 1, The Use of Books and Libraries. Juniors and seniors shall call at the office of the Library School for advice. By careful planning a junior or a senior can usually complete the 15 credits of prerequisite courses and thus be ready for

graduate study beginning in the summer following graduation with the B.A.

The Library School of the University of Minnesota offers a Work-Study Program in Librarianship. The plan permits a student to attend Library School half-time, and to secure twenty hours a week of experience in the University Library. The Graduate Library Assistantship gives the student \$1,500 for twelve months. Completion of the Master's Degree is possible in two years.

SLA Sponsors Speaker

Edward N. Waters, Assistant Chief Music Division, Reference Department Library of Congress, will be the guest speaker at the January meeting of the Minnesota Chapter of the Special Libraries Association. The meeting will be held at the College of St. Catherine, St. Paul, Thursday, January 17, with dinner at 6:30. Mr. Waters is appearing under the joint sponsorship of SLA, the University of Minnesota Library School, College of St. Catherine Library School, and the Minnesota Library Association.

Mr. Waters is Chairman of the Joint Committee on Library Education, and author of numerous articles on library training, the latest of which is in the November, 1956 issue of *Special Libraries*. His Minnesota appearance will follow closely on his meeting with the Committee, and it is expected that he will have an important and timely message.

University of Minnesota Library School

Scholarships

Professor David K. Berninghausen, Director of the Library School at the University of Minnesota, announces a new Scholarship for students of the library school. The Irene Fraser Jackson Memorial Scholarship in Library Science, was provided by Mr. Raymond A. Jackson of Ward Springs, Minnesota, as a memorial to his wife. Mrs. Irene Fraser Jackson was a graduate of the University of Minnesota, a librarian in the Minneapolis Public Library from 1924 to 1933, and an instructor in the Library School at the University during the summer sessions from 1937 to 1941.

The scholarship will amount to \$600 for the academic year 1956-1957. Application should be made before January 1, 1957, at the Library School, Room 7, Library of the University of Minnesota.

The H. W. Wilson Scholarship given annually to Library School students has been increased to \$500 for the year 1957-1958. Applications for this should be made before May 1, 1957.

Scholarships totaling \$550 have been awarded for this year to two University of Minnesota library school graduate students. Both awards are from the H. W. Wilson fund.

Miss Barbara Paterson, of Farmington, Minnesota, received a \$400 grant. A 1956 graduate of Dana College, Blair, Nebraska, she is working for a Master of Arts degree in library science at the University of Minnesota.

Mrs. Irene Norell, a native of Springfield, New Hampshire, has been awarded a grant of \$150 for the academic year 1956-1957. She received a B.S. degree with a major in library science from the University, and is now studying for a Master of Arts degree in library science. She has been a librarian at the Grand Forks, North Dakota Public Library, and has been a teacher of library science at the University of North Dakota.

Summer Session Schedules

Summer Session I — June 17-July 20, 1957

- L.S. 50 History of Libraries and Librarianship
- L.S. 53 School Library Management
- L.S. 55 Library Administration
- L.S. 83 Cataloging and Classification
- L.S. 153 History of Books and Printing
- L.S. 166 Reference Work
- L.S. 171 Reading Guidance for Children
- L.S. 173 Reading Guidance for Adults
- L.S. 266 Bibliography Seminar

Summer Session II — July 22-August 24, 1957

- L.S. 62 Reference I
- L.S. 70 Selection of Library Materials
- L.S. 74 Library Materials in the Classroom
- L.S. 172 Reading Guidance for Adolescents
- L.S. 184 Cataloging and Classification II
- L.S. 258 Problems in College and Univ. Librarianship
- L.S. 259 Probs. of Public Librarianship
- L.S. 272 Children's and Young People's Work.